

Assessment & Progress Monitoring

Mintonye Elementary
Tippecanoe School Corporation
Lafayette, Indiana

Fall 2008

Mintonye Elementary: Team Presenters

- Rob Skaggs, Principal
- Eileesh Leuck, Counselor
- Susan Robey, 1st Grade Teacher
- Chris Bymaster, 2nd Grade Teacher
- Ronda Smith, 4th Grade Teacher (previous Rtl Interventionist)
- Ana Ave, GLASS Specialist/Problem Solving Coach
- Kathy Trowbridge, GLASS School Psychologist

Mintonye Problem Solving



● Team Members:

- Principal
- School Counselor
- General Ed Teachers
- Special Ed Teachers
- GLASS Specialist
- Problem Solving Coach
- School Psychologist
- Speech/Language Pathologist
- Remedial Reading Teacher
- Interventionist
- Data Support Person

● Problem Solving Process

- Team meetings held every Wednesday before school
- Blumberg Center for Interdisciplinary Studies in Special Education, Indiana State University
 - www.web.indstate.edu/soe/Blumberg

Problem Solving Process Applied to Individual Students

- Identify child's strengths & challenges
- Academic and/or behavior focus
- Measurable goals are written
- Intervention Action Plan that includes scientific, research based interventions is developed
- Interventions are implemented
- Data is collected and analyzed
- Evaluation of progress
- Follow-up Action Plan is developed

Universal Screener

● What is a Universal Screener?

- Method of collecting data for the purpose of identifying low and high performing students
- Initial step in instructional decision-making
- Necessary to identify needs early



Universal Screener

● What is the purpose of a Universal Screener?

- Inform instruction
- Help determine if there are systemic needs in curriculum, instruction and/or environment
- Indicates potential problem in need of further investigation
- Evaluates specific skills to identify deficit area(s)
- Align instruction to student need
- Guide decisions about supplemental or intensive instruction

Universal Screener Examples



- Dynamic Indicators of Basic Early Literacy Skills
 - Procedures & measures for assessing acquisition of early literacy skills
 - Benchmark Assessments
 - Given 3x a year: Fall, Winter, Spring
 - Screening data organized by group and individual performance on specific skills
 - <https://dibels.uoregon.edu>

Universal Screener Examples



● AIMSweb

- Procedures & measures for assessing reading, comprehension, writing, spelling, math
- Benchmark Assessments
 - Given 3x a year: Fall, Winter, Spring
- Screening data organized by group and individual performance on specific skills
- www.aimsweb.com

Universal Screener Examples



- mClass Reading 3D
 - Wireless Generation (PDAs)
 - Benchmark Assessments given 3x a year: Fall, Winter, Spring
 - DIBELS
 - Text Reading & Comprehension (TRC)
 - Leveled Readers
 - Running Records
 - Math Assessment

Universal Screener

● Acuity

- Predicative assessment for Reading, Language Arts, Math, and Science for grades 3-8
 - Diagnoses students' strengths and weaknesses
- Administered 3x per year
- Measures student growth within and across years
- Indicator of student performance
- Diagnostic component
- Activities component
 - Designed to meet the needs of each individual student
- Can be administered electronically or pencil & paper

Universal Screener Benefits

- Easily administered, scored, and interpreted
- Used proactively
- Capable of identifying students who exceed or fall below the learning expectation/standards
- Cost effective in terms of teacher time, student time, and dollar cost of the test and scoring
- Answers: “Which and how many students are potentially in need of additional support?”
- Teachers use data to differentiate instruction
 - Data is used to drive instruction
 - Data is used to make decisions

Progress Monitoring

● What is Progress Monitoring?

- A scientifically based practice used to assess students' academic or behavioral performance and evaluate the effectiveness of instruction
- Progress monitoring can be implemented with individual students or an entire class
- Also refers to the process used to monitor implementation of specific interventions

Examples of Progress Monitoring Tools

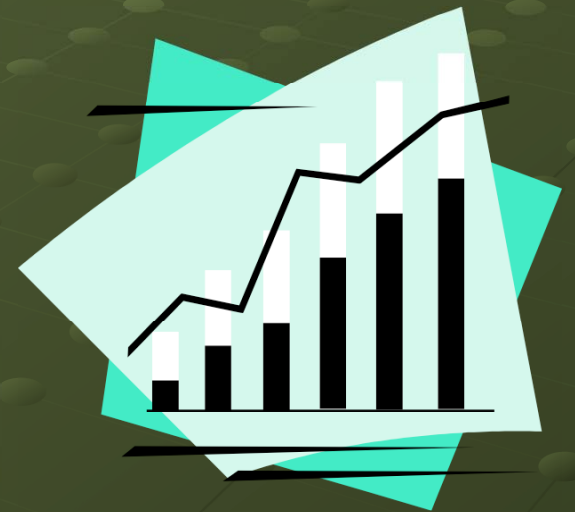
- **DIBELS**

- Conducted at increasing frequency
- Based on intensity of student needs
 - Strategic
 - Intensive

- **AIMSweb**

- Conducted at increasing frequency
- Based on intensity of student needs
 - Strategic
 - Intensive

- **Acuity**



Benefits of Progress Monitoring

- Provides a tool that allows the development of measurable goals for an individual student, class, school, or district
- Allows student progress to be monitored over small, flexible amounts of time
 - Days or weeks, months and years
- Provides data needed to evaluate the effectiveness of programs
 - General Education, Remedial, or Special Education programs
- Provides data detecting students' specific skill problems, allowing interventions to truly address the weakness
- Involving students in the progress monitoring process can serve as a motivator

Mintonye: Assessment & Progress Monitoring History

- October 2004
 - Trained in Problem Solving Process
- 2005-2006
 - Administered DIBELS as Universal Screener
 - grades K-2
 - Progress Monitored using DIBELS
 - grades K-2
 - CTBS - California Test of Basic Skills
 - ISTEP+



Mintonye: Assessment & Progress Monitoring History

● 2006-2007

- Problem Solving Process fully implemented
 - grades K-5
 - parents included in the problem solving process
- Administered DIBELS as Universal Screener
 - grades K-3
 - grades 4-5 problem solving students only
- Administered AIMSweb
 - grades K-5 problem solving students only
- CTBS
- ISTEP+
- 4-Sight Benchmark Assessment
 - grades 3-5

Mintonye: Assessment & Progress Monitoring History

● 2007-2008

- Problem Solving Process fully implemented
 - grades K-5
 - parents included in the problem solving process
- Administered DIBELS as Universal Screener
 - grades K-3
 - grades 4-5 problem solving students only
- Administered AIMSweb
 - grades K-5 problem solving students only
- CTBS
- ISTEP+
- 4-Sight Benchmark Assessment
 - grades 3-5

Mintonye: Assessment & Progress Monitoring History

● 2008-2009

- Problem Solving Process fully implemented
 - grades K-5
 - parents included in the problem solving process
- Administering mClass Reading 3D as Universal Screener
 - grades K-2
 - DIBELS and TRC
- Administering mClass Math as Universal Screener
 - grades K-2

Mintonye: Assessment & Progress Monitoring History

- 2008-2009 (cont'd)
 - Administering DIBELS as Universal Screener
 - grade 3
 - grades 4-5 problem solving students only
 - Administering Acuity
 - grades 3-5
 - Administering AIMSweb
 - grades 3-5 problem solving students only
 - ISTEP+ (fall and spring)

Principal's Perspective: Benefits of Assessment and Progress Monitoring Data

- Building-wide curricular decisions based on data
 - Differentiated instruction focus
 - DI Consultant-differentiated presentations for staff
 - DI book study
- Grade-level curricular decisions based on data
 - Need for a solid foundation of phonics instruction in grades K-2
 - Supplement core reading curriculum (Zoo Phonics: K-1)
 - Additional phonemic awareness and phonics materials purchased to supplement core reading curriculum
 - Standard protocol interventions implemented to address other curricular areas of concern
 - Read Naturally supplemented core reading curriculum
 - Fluency focus

Principal's Perspective: Benefits

- Classroom curricular decisions based on data
 - Based on the beginning year Acuity assessment, Grade 3 redesigned their daily math reviews to include a daily geometry problem and a daily story problem to solve
- Individual student decisions based on data
 - Problem solving meeting initiated
 - Action plan developed
 - Scientific, research based interventions
 - Progress monitoring assessment schedule developed
 - Provide students at or above benchmarks higher level, challenging curriculum and activities

Grade-level DIBELS Snapshot

| Kindergarten Teachers | # Students | # Assessed | % Intensive | % Strategic | % Benchmark |
|-----------------------|------------|------------|-------------|-------------|-------------|
| Dawn | 23 | 23 | 0 | 17 | 83 |
| Cynthia | 21 | 21 | 5 | 33 | 62 |
| Kristy | 20 | 20 | 15 | 20 | 65 |
| TOTAL | 64 | 64 | 6 | 23 | 70 |

| 1st Grade Teachers | # Students | # Assessed | % Intensive | % Strategic | % Benchmark |
|--------------------|------------|------------|-------------|-------------|-------------|
| Mary | 24 | 24 | 0 | 8 | 92 |
| Michelle | 25 | 25 | 0 | 12 | 88 |
| Susan | 24 | 24 | 0 | 25 | 75 |
| TOTAL | 79 | 73 | 0 | 15 | 85 |

| 2nd Grade Teachers | # Students | # Assessed | % Intensive | % Strategic | % Benchmark |
|--------------------|------------|------------|-------------|-------------|-------------|
| Marilyn | 19 | 19 | 5 | 16 | 79 |
| Christina | 19 | 19 | 0 | 32 | 68 |
| Sheryl | 19 | 19 | 11 | 21 | 68 |
| Kellie | 19 | 18 | 0 | 28 | 72 |
| TOTAL | 81 | 75 | 4 | 24 | 72 |

Implementation Fidelity

- Training

- Train-the-trainer model
 - Training for staff-before school, after school, PL 221 days
- Assessment materials
- Practice sessions
- Technology tools-data management, website, PDAs
- Summer training, stipends paid if funds available
- During school day - subs hired

- Follow-up training

- Question and Answer Sessions

- Teacher self-assessment-integrity checklist

- Administrative walk-throughs

- Website monitoring

- Website examples (building, grade-level, classroom and individual student data)

Teacher's Perspective on Universal Screening & Progress Monitoring Data

- Grades K-2 mClass Reading 3D

- DIBELS

- Teacher administers 3x year to all students

- Fall, Winter, Spring

- Data Management System

- PDAs

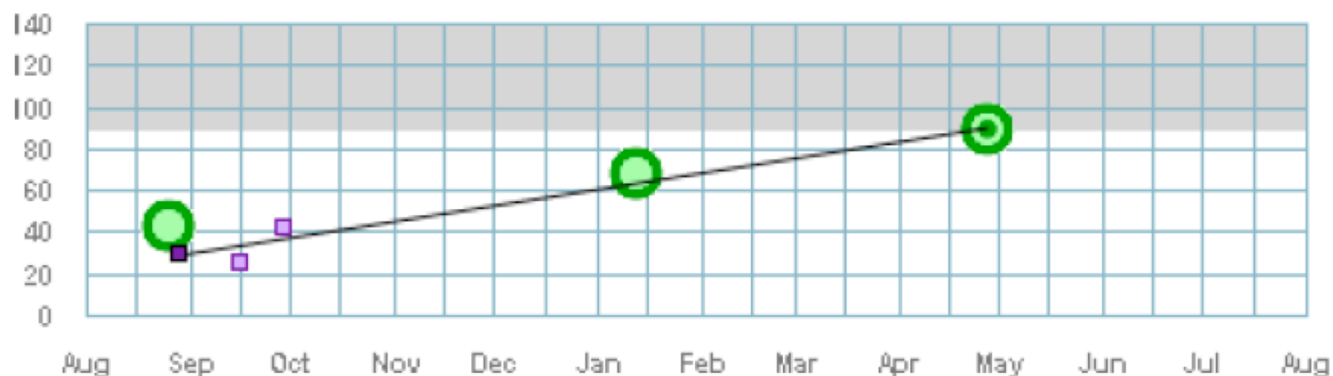
- Website

Teacher's Perspective

- Data triggers instructional decisions
 - National norms
 - By the end of 1st grade, student should have ORF of 45 wpm
 - By the end of 2nd grade, student should have ORF of 90 wpm
 - Benchmark
 - Strategic
 - Intensive
- Data triggers progress monitoring schedule
 - Benchmark – 3x/yr. B.O.Y, M.O.Y., E.O.Y.
 - If student makes E.O.Y. benchmark anytime during the year, assessing that student is no longer necessary that year.
 - Strategic – every 4 weeks
 - Intensive – every 2 weeks

mClass Reading 3D DIBELS Example

ORF Oral Reading Fluency



- Benchmark result
- Progress Monitoring result
- Off-the-chart result
- Benchmark result, when three or more consecutive results are below the Aim Line.
- Progress Monitoring result, when three or more consecutive results are below the Aim Line.
- Out of grade Progress Monitoring

Benchmark History

NWF Nonsense Word Fluency

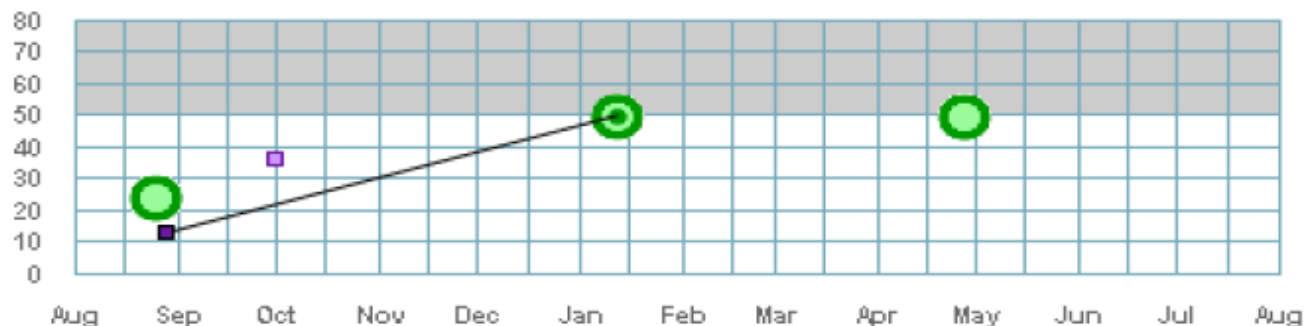
| BENCHMARK PERIOD | STATUS | SCORE | PCTILE |
|---------------------|--------|-------|--------|
| 2nd Grade Beginning | ESTAB | 72 | 74 |

ORF Oral Reading Fluency

| BENCHMARK PERIOD | STATUS | SCORE | PCTILE |
|---------------------|-----------|-------|--------|
| 2nd Grade Beginning | SOME RISK | 29 | 16 |

mClass Reading 3D DIBELS Example

NWF Nonsense Word Fluency



- Benchmark result
- Progress Monitoring result
- Off-the-chart result
- Benchmark result, when three or more consecutive results are below the Aim Line.
- Progress Monitoring result, when three or more consecutive results are below the Aim Line.
- Out of grade Progress Monitoring

Benchmark History

LNF Letter Naming Fluency

| BENCHMARK PERIOD | STATUS | SCORE | PCTILE |
|---------------------|-----------|-------|--------|
| 1st Grade Beginning | SOME RISK | 28 | 15 |

PSF Phoneme Segmentation Fluency

| BENCHMARK PERIOD | STATUS | SCORE | PCTILE |
|---------------------|---------|-------|--------|
| 1st Grade Beginning | DEFICIT | 9 | 8 |

NWF Nonsense Word Fluency

| BENCHMARK PERIOD | STATUS | SCORE | PCTILE |
|---------------------|-----------|-------|--------|
| 1st Grade Beginning | SOME RISK | 13 | 14 |

mClass Math Assessment

Screening
 Progress Monitoring
 Diagnostic Interviews

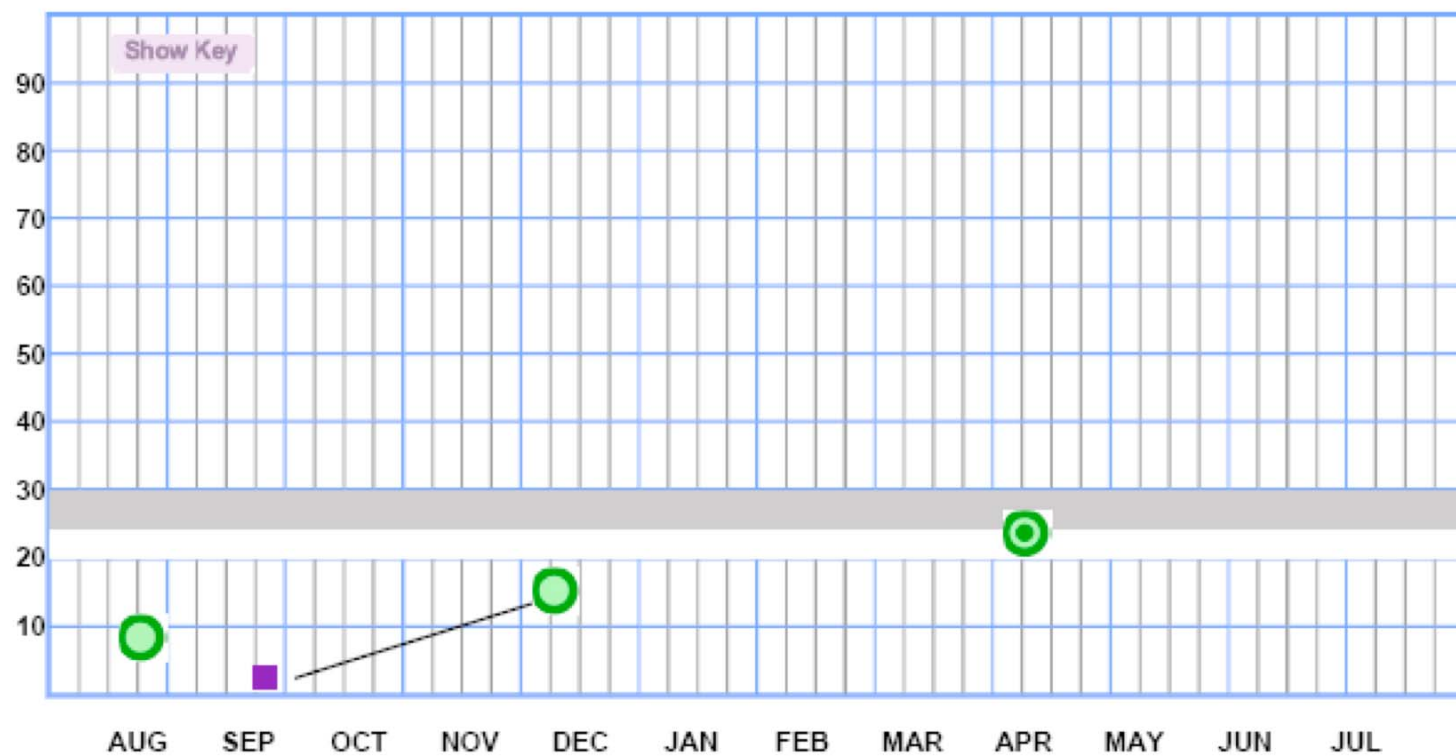
Summary | School Year 2008-2009

Student:

| | GRADE K | | | GRADE 1 | | | GRADE 2 | | | GRADE 3 | | | Key |
|----------------------------|---------|------|------|---------|------|------|---------|------|------|---------|------|------|--------------------------|
| | BEG. | MID. | END. | BEG. | MID. | END. | BEG. | MID. | END. | BEG. | MID. | END. | |
| Overall | | | | | | | | | | | | | <div>'s Activities</div> |
| Counting | | | | | | | | | | | | | |
| Num. Identification | | | | | | | | | | | | | |
| Next Number | | | | | | | | | | | | | |
| <u>Missing Number</u> | | | | | | | 0 | | | | | | |
| <u>Qty. Discrimination</u> | | | | | | | 5 | | | | | | |
| <u>Number Facts</u> | | | | | | | 2 | | | | | | |
| <u>Computation</u> | | | | | | | 3 | | | | | | |
| <u>Concepts</u> | | | | | | | 2 | | | | | | |

mClass Math Assessment

Computation - 2008-2009



▼ Hide Score Details

FORM

Grade 2 - Beginning

FLUENCY

3 Numbers / Min

%

19

DATE

09/17/08

ASSESSOR

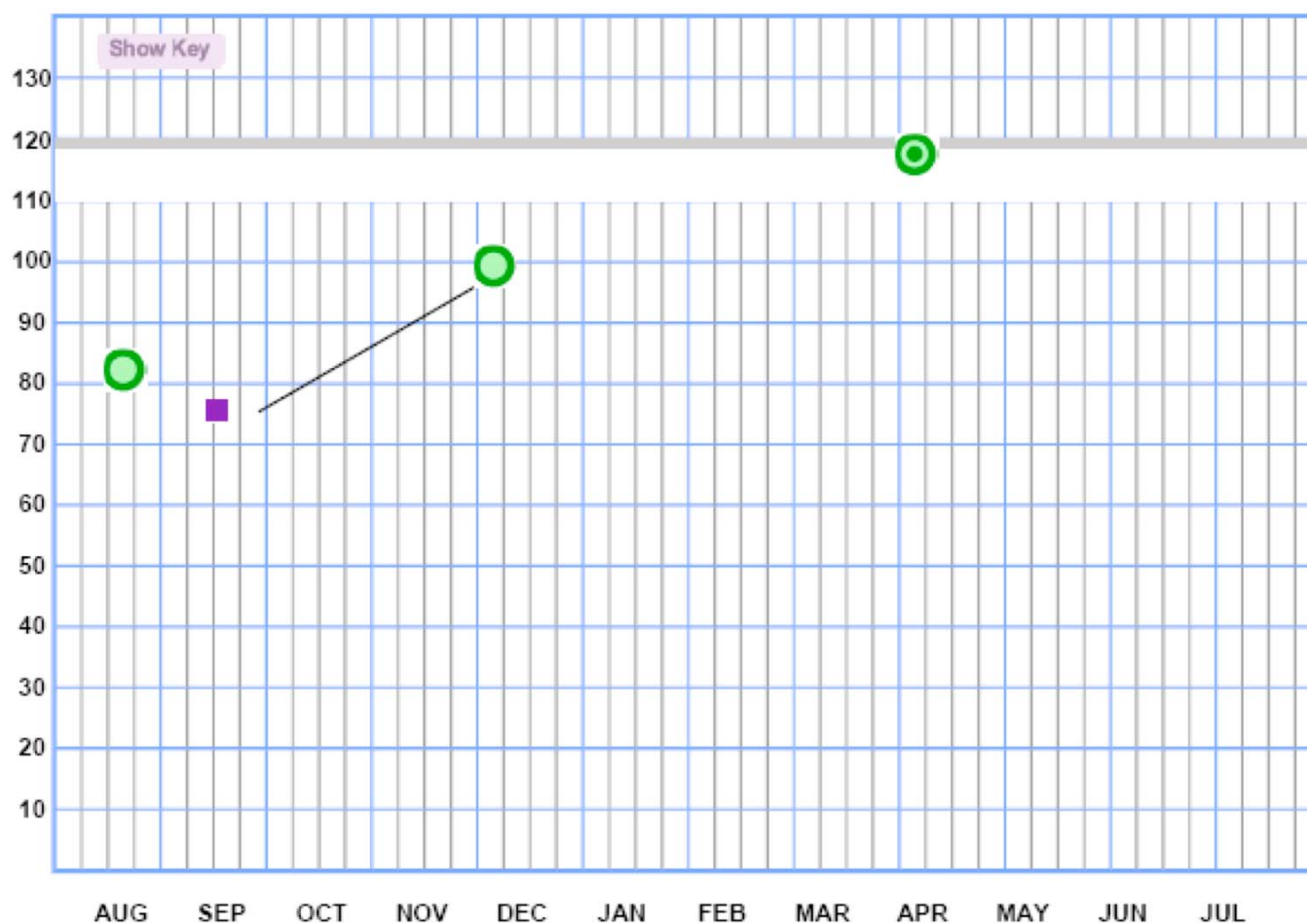
CHRISTINA
BYMASTER

mClass Math Assessment

[illegible]

mClass Math Assessment

Counting - 2008-2009



▼ Hide Score Details

FORM
Grade 1 - Beginning

FLUENCY
76 Numbers / Min

%
53

DATE
09/16/08

ASSESSOR
SUSAN E ROBEY

Teacher's Perspective

● Grades 3-5 Acuity

- Teacher administers 3x year to all students
- Assesses Reading/Language Arts, Math, Science, Social Studies
- Data Management System is electronic, online
- Data triggers instructional decisions based on percentage of points obtained for a skill area
 - Students who do not have adequate 100% mastery of standards below grade level
 - Students who obtain 50% or less of possible points on their grade level standard
- Data triggers progress monitoring
 - Remedial practice component that automatically gives students practice work in deficit areas
 - Remedial work scores serve as a tool for progress monitoring, which can occur as frequently as needed



(Currently Teacher in Mintonye Elementary School)

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Assessment Reports

Item Analysis Reports

Longitudinal Reports

Portfolio Reports ▸

Prior Year Reports

Roster Reports

Summary Reports

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▸ My Settings

▸ Additional Help

Test Performance

| Grade | | | | | | |
|---|-------------------|-----------------|-----------------|-----------------|---------------------------|------------------------|
| Cluster/Standard | | | | | | |
| Standard | % Points Obtained | Number of Items | Points Possible | Points Obtained | Number of Item(s) Omitted | Assign Instruction |
| Assessment Totals: | 60% | 35 | 35 | 21 | 0 | |
| Grade 3 | 67% | 21 | 21 | 14 | 0 | |
| Standard 1: Number Sense | 60% | 5 | 5 | 3 | 0 | |
| Standard 1: Number Sense | 60% | 5 | 5 | 3 | 0 | Assign |
| Standard 2: Computation | 100% | 4 | 4 | 4 | 0 | |
| Standard 2: Computation | 100% | 4 | 4 | 4 | 0 | Assign |
| Standard 3: Algebra and Functions | 100% | 4 | 4 | 4 | 0 | |
| Standard 3: Algebra and Functions | 100% | 4 | 4 | 4 | 0 | Assign |
| Standard 4: Geometry | 50% | 2 | 2 | 1 | 0 | |
| Standard 4: Geometry | 50% | 2 | 2 | 1 | 0 | Assign |
| Standard 5: Measurement | 50% | 4 | 4 | 2 | 0 | |
| Standard 5: Measurement | 50% | 4 | 4 | 2 | 0 | Assign |
| Standard 6: Problem Solving | 0% | 2 | 2 | 0 | 0 | |
| Standard 6: Problem Solving | 0% | 2 | 2 | 0 | 0 | Assign |
| Grade 4 | 50% | 14 | 14 | 7 | 0 | |
| Standard 1: Number Sense | 67% | 3 | 3 | 2 | 0 | |
| Standard 1: Number Sense | 67% | 3 | 3 | 2 | 0 | Assign |
| Standard 2: Computation | 50% | 2 | 2 | 1 | 0 | |

Other Assessments Used at Mintonye Elementary

● Grades K-5 Classroom Assessments

- STAR Reading
- Accelerated Reading
- Sight Word Assessments
- Zoo Phonics* (gr. K-1)
- Reading A-Z*
- Core Reading Curriculum Unit Tests
- Spelling Tests
- Writing Rubric
- Fast Math*
- Math Timed Test
- Teacher Records
 - Student grades
 - Observations

*Interventions with an assessment component

Other Assessments Used at Mintonye Elementary

- Grade 3 DIBELS

- DIBELS website
- Progress monitoring schedule

- Grades 4 & 5 DIBELS

- DIBELS website
- Problem Solving Students Only
- Progress monitoring schedule

- AIMSweb Grades 3-5

- AIMSweb website
- Problem Solving Students Only
- Progress monitoring schedule

- Tier 2 & 3 interventions w/ assessment component

- SRA-Early Literacy
- Read Naturally
- PALS

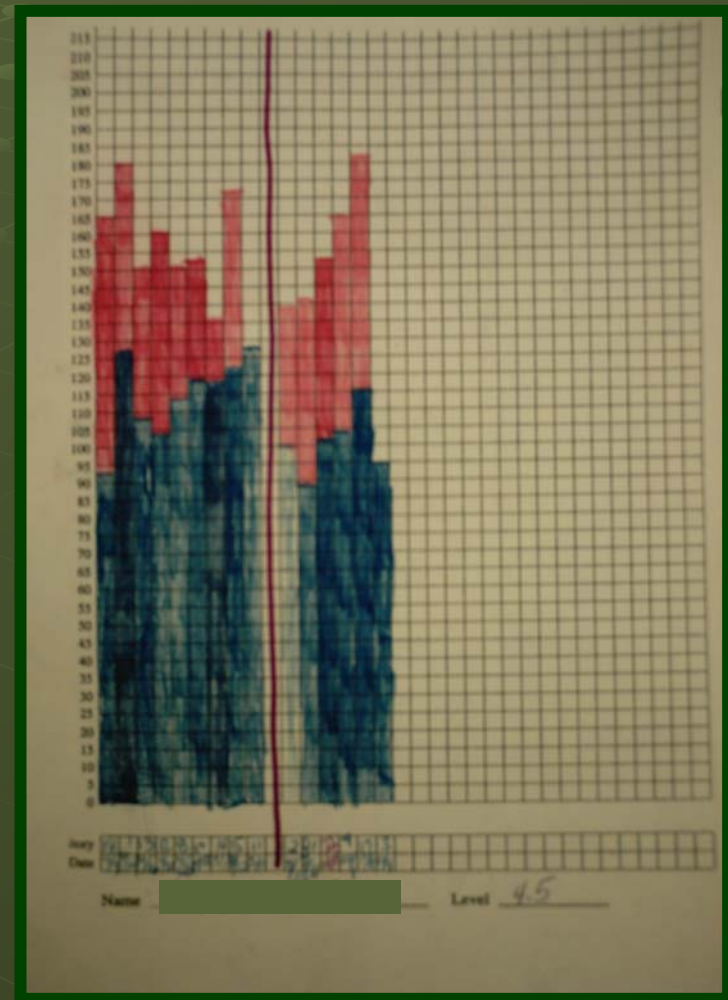
Writing Rubric Example

| | Exploring | Emergent | Developing | Beginning | Expanding |
|---------------------------------------|--|---|---|--|---|
| Organization and Focus | Discuss ideas for writing Draws pictures for an appropriate reason | Completes story sentences and/or uses teacher prompt for stories and other writing Participates in classroom organizational strategies to plan writing Writes 1 sentence with name and telling part | Discusses ideas and chooses a focus for stories or other writings Begins to Use organizational strategies to plan writing Writes at least 3 sentence stories in somewhat clear time order | Beginning to write a paragraph with a main idea and two supporting details | Indents the beginning of a paragraph States main idea Uses detail sentences to support the main idea Stays on topic Uses beginning, middle, and end |
| Style | Dictates or writes words to identify people and objects | Uses naming words and action words to dictate or write complete sentences | Begins to use descriptive words when writing Shows awareness of purpose and audience | Uses different types of writing such as stories, poems, letters, and lists with prompting | Writes for different purposes and to a specific audience or person Begins to use descriptive words to show detail |
| Grammar | Beginning to write words to express thoughts | Writes moving from left to right and from top to bottom | Writes in complete sentences Correctly uses singular and plural nouns Revises writing with help for others to read | Includes details in writing sentences Beginning to use editing marks to revise writing | Uses order words (i.e. Then) to show story order Nouns and verbs agree Begins to add correct endings to words |
| Punctuation and Capitalization | Writes capital and lower case letters of the alphabet | Developing an awareness of different punctuation marks and their uses | Capitalizes the first word of a sentence, names of people, and the pronoun I Begins to use periods, exclamation marks, and question marks | Attempts to use capitalization for most proper nouns Correctly uses commas and periods in writing | Begins to capitalize titles Uses correct ending punctuation Uses correct punctuation for contractions |
| Spelling | Attempts to spell demonstrating an understanding of the sounds of the alphabet | Puts letters and sounds together to form a word | Correctly spells 3-4 letter words and grade level appropriate sight words | Correctly spells all short vowel words that follow phonetic rules | Correctly spells commonly used words Correctly spells words with long and short vowel sounds |

Writing Rubric Example

| | Bridging | Fluent | Proficient | Independent | Accomplished | Exemplary |
|---------------------------------------|--|--|---|---|--|---|
| Organization and Focus | <p>Attempts to find ideas for stories</p> <p>Begins to use organizers to discuss ideas for writing</p> <p>Uses paragraph form</p> | <p>Finds ideas for stories through communication or media</p> <p>Uses organizers to discuss ideas for writing</p> <p>Creates single paragraphs with topic sentences and supporting details</p> | <p>Attempts to use reference materials to find ideas for writing</p> <p>Uses appropriate organizers to stimulate writing ideas</p> <p>Attempts to use multiple paragraphs that include a topic sentence</p> | <p>Writes multiple paragraphs supporting an idea or topic</p> <p>Uses organizers (column charts, semantic webs, flow charts, story maps, venn diagrams, KWL charts, and character maps) to discuss and prewrite with help</p> | <p>Writes multiple paragraphs that clearly support the main idea</p> <p>Begins to use organizers to plan and pre-write independently</p> | <p>Uses an organizer to plan and prewrite</p> <p>Writes following appropriate sequence</p> <p>Writes using multiple paragraphs that are fully developed</p> |
| Style | <p>Shows a variety of sentence beginnings</p> <p>Uses a variety of descriptive words to show details in writing</p> <p>Begins to use a variety of sentence types</p> | <p>Uses a variety of word choices</p> <p>Uses a variety of sentence types</p> | <p>Sentences use descriptive language consistently</p> <p>Word choices begin to become more vivid</p> | <p>Writes creative/detailed sentences</p> <p>Commonly makes vivid word choices</p> | <p>Uses similes and metaphors</p> <p>Writes detailed and vivid sentences</p> | <p>Writes using transitions to link paragraphs</p> <p>Writes for the appropriate audience</p> <p>Uses literary devices to enhance writing</p> |
| Grammar | <p>Subject and predicates are in agreement</p> <p>Begins to use pronouns, adjectives, and articles correctly</p> <p>Consistently uses correct endings</p> | <p>Uses verb tense (past, present, and future)</p> <p>Uses pronouns, adjectives, compound nouns, and articles correctly in writing</p> | <p>Creates sentences using adjectives, prepositions, and adverbs</p> <p>Developing a stronger use of a variety of sentence structures</p> | <p>Demonstrates in writing an understanding of the use of different parts of speech</p> <p>Uses regular and irregular verb tenses</p> | <p>Most parts of speech are used correctly in sentences</p> <p>Uses compound sentences appropriately</p> | <p>Uses appropriate tense</p> <p>Any grammatical error does not detract from the written work</p> <p>Work is edited and revised for meaning and clarity independently</p> |
| Punctuation and Capitalization | <p>Shows improvement in capitalizing proper nouns correctly</p> <p>Introduces the use of commas, dates, series, and addresses</p> | <p>Capitalizes all proper nouns</p> <p>Uses commas correctly in dates, series, and addresses</p> | <p>Begins to show awareness of and begins to capitalize quotations</p> <p>Begins to apply proper use of punctuation marks in written work</p> | <p>Capitalizes titles of stories and beginnings of quotations</p> <p>Some use of quotations with dialogue</p> | <p>Writing is without major capitalization errors</p> <p>Exhibits some use of commas in clauses and quotations</p> <p>Begins to use commas in compound clauses and sentences</p> | <p>Uses correct capitalization (including quotations)</p> <p>Uses correct punctuation for everything</p> |
| Spelling | <p>Recognizes and uses common spelling patterns with resources</p> | <p>Spells one syllable words with blends</p> <p>Recognizes common spelling patterns</p> <p>Makes appropriate changes to a word to make it plural</p> | <p>Attempts to spell 2 syllable words correctly</p> <p>Applies common spelling patterns</p> <p>Uses proper plural form for words</p> | <p>Spells root and 2 syllable words correctly</p> <p>Can apply prefixes and suffixes</p> <p>Attempts to spell 3 syllable words correctly</p> | <p>Spells 3 syllable words correctly</p> | <p>Spells multi-syllabic words, prefixes, suffixes, contractions, and homophones correctly</p> |

Read Naturally: Student Graphing of Results



Operation: Multiplication (0-9)







Date started: 09/19/2008

| | | |
|-----------------|----|--|
| Practice Speed | -- | <i>Speed of responses during game practice</i> |
| Rate of Gain | -- | <i>Number of facts mastered per hour of practice</i> |
| Retention Level | -- | <i>Percentage of facts recalled accurately after mastery</i> |

Fluency Status of Facts (Multiplication, 0-9)

| | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 0×0 | 0×1 | 0×2 | 0×3 | 0×4 | 0×5 | 0×6 | 0×7 | 0×8 | 0×9 |
| 1×0 | 1×1 | 1×2 | 1×3 | 1×4 | 1×5 | 1×6 | 1×7 | 1×8 | 1×9 |
| 2×0 | 2×1 | 2×2 | 2×3 | 2×4 | 2×5 | 2×6 | 2×7 | 2×8 | 2×9 |
| 3×0 | 3×1 | 3×2 | 3×3 | 3×4 | 3×5 | 3×6 | 3×7 | 3×8 | 3×9 |
| 4×0 | 4×1 | 4×2 | 4×3 | 4×4 | 4×5 | 4×6 | 4×7 | 4×8 | 4×9 |
| 5×0 | 5×1 | 5×2 | 5×3 | 5×4 | 5×5 | 5×6 | 5×7 | 5×8 | 5×9 |
| 6×0 | 6×1 | 6×2 | 6×3 | 6×4 | 6×5 | 6×6 | 6×7 | 6×8 | 6×9 |
| 7×0 | 7×1 | 7×2 | 7×3 | 7×4 | 7×5 | 7×6 | 7×7 | 7×8 | 7×9 |
| 8×0 | 8×1 | 8×2 | 8×3 | 8×4 | 8×5 | 8×6 | 8×7 | 8×8 | 8×9 |
| 9×0 | 9×1 | 9×2 | 9×3 | 9×4 | 9×5 | 9×6 | 9×7 | 9×8 | 9×9 |
| 0s | 1s | 2s | 3s | 4s | 5s | 6s | 7s | 8s | 9s |

This student has not finished the Placement Quiz, and fluency status of all facts has not been determined.

-  Fast (Fluent) Fact: The student can respond quickly and accurately.
-  Focus (Developing) Fact: The student is receiving targeted practice to develop fluency with these facts.
-  Current Study Fact
-  Study (Nonfluent) Fact: The student made slow or incorrect responses during the Placement Quiz.
-  Indicates new level in FASTT Math Student program.
-  Indicates lower than expected performance or inconsistent usage.

FAST
MATH

Data Drives Decisions

● School Counselor

- Article 4: Student service professionals (counselor, social worker, school psychologist) must provide prevention, assessment, intervention, and referral services for all students
- Counselor facilitates problem solving meetings that result in an Intervention Action Plan for students
- Referring a student to Problem Solving Team requires assessment data
- Assessment data is used to
 - identify the student's main area of concern
 - develop and measurable goal for improvement
 - create the action plan of interventions
- Action Plans contain a progress monitoring component, using assessments to evaluate the effectiveness of the interventions toward meeting the measurable goal
- Progress Monitoring data is used in follow-up meetings to determine needed revisions to a student's Action Plan

Team Accomplishment Sheet

| Initial Meeting | | | | | | | | | |
|------------------|--------|------|--------------------------|----------------------------|-------------------------|-------------------------|-----------------------------------|------------------|--|
| Student Initials | Gender | Race | Grade & Teacher Initials | Referring Individ Initials | Primary Area of Concern | Date of Initial Meeting | Baseline Assmnt Data | Instrument Used | |
| 1. CC | M | C | 2 / PS | PS | Reading | 10-10-2007 | ORF = 18 NWF = 43 STAR = 67 | DIBELS, STAR Rdg | |

| Follow-Up Meeting(s) | | | | |
|---|-------------------------|---|-------------------------|-----------------------------|
| Date of 1 st Follow-Up Meeting | Updated Assessment Data | Date of 2 nd Follow-Up Meeting | Updated Assessment Data | Student still in PS? Yes/No |
| 11/20/2008 | ORF = 30, NWF = 68 | 2/07/2008 | ORF = 37, NWF = 78 | Yes |

| Referral to Special Education Testing | | |
|---------------------------------------|--------------------------|--|
| Referred? Yes/No | Referred by? Parent/Team | Found Eligible? Yes/No If yes, what area? |
| | | |

Three-Tiered Model of Intervention



Adapted from Curl, B. et al "Within a RTI Context: A 3-Tiered Model of Research-based Reading Interventions Using the Five Big Areas of Reading," presented at ISPA 2006.

What if Student is Not Responding?

- Additional Data Is Collected

- Diagnostic assessments
- Individual student data compared to peers
- Regular assessment of instructional environment

- Article 7: Special Education Eligibility

- Effective August 13, 2008
- www.doe.state.in.us



Next Steps for Mintonye Elementary

- Based on Needs Assessment & Data Collected
 - Implement Differentiated Instruction building-wide
 - Develop comprehensive standard protocol interventions
 - Develop and Implement school-wide behavior assessment and intervention system



Thank You!



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